Early Childhood Positive Behavior Support
Teaching Plan: Classroom Routines

Teacher/Classroom _____   **Date:** _____

| List your program-wide behavior expectations:
1.

2.

3. | Identify procedures for teaching classroom expectations and routines:
  Who:

  How:

  When: |

Determine the daily schedule and post in the classroom for adults and for children.
  Do you need a visual schedule with photographs or drawings?

Identify and describe steps of adult routines (to include role responsibilities):

| **1.**
  a.
  b.
  c.
  d. | **2.**
  a.
  b.
  c.
  d. |
| **3.**
  a.
  b.
  c.
  d. | **4.**
  a.
  b.
  c.
  d. |

Identify and describe steps of student routines:

| **1.**
  a.
  b.
  c.
  d. | **2.**
  a.
  b.
  c.
  d. |
| **3.**
  a.
  b.
  c.
  d. | **4.**
  a.
  b.
  c.
  d. |

Early Childhood Positive Behavior Support
Teaching Plan: Classroom Routines

Teacher/Classroom _____   **Date:** _____

Identify procedures for encouraging appropriate behavior:
  Consistent language from all adults (positive feedback):

  Use of group contingencies:

  Individual incentives:

Identify procedures for discouraging problem behavior:
  Consistent language in redirection from all adults:

  Environmental setup to discourage behavior difficulties:

  Plan for active supervision:

Teacher/Classroom _____   Date: _____

OBSERVATION FORM

___ Teacher requested   ___ Informal Administrative   ___ Formal Administrative   ___ Target Student   ___ PBS Data Driven

Observer: _____   Discussion Meeting Date: _____

Are program-wide behavior expectations **posted**?   Y   N
 	
Are classroom routines posted?   Y   N
 	
Can children tell the expectations?   Y   N
 	
Does the staff reference the expectations with children?   Y   N
	Is there a documented procedure for **teaching** classroom expectations/routines?
	      Lessons are listed in the daily schedule Y N
	
	      It is evident who is to teach Y N
	
	      It is evident how and when lessons are taught Y N
	
	      Lesson observed Y N

Is there a posted **daily schedule**?   Y   N   Is the schedule easy to understand?   Y   N   Is it referenced by the teacher?   Y   N

Are **adult routines** written for all to see, including substitutes?   Y   N

Is it evident that all adults know their **roles** for the following routines:

Greeting/Sign-in Y N	Meal Preparation Y N	Meal Serving Y N
Bathroom duties Y N	Lining up Y N	Dismissal Y N
Other: _____ Y N	Other: _____ Y N	Other: _____ Y N

Is it evident that students have been taught the steps of **classroom routines**?   Y   N

Does staff use **precorrection** to remind students of expectations during transition routines?   Y   N

NOTES:

Early Childhood Positive Behavior Support
Teaching Plan: Classroom Routines

Teacher/Classroom _____   **Date:** _____

	NOTES:
Are procedures for encouraging appropriate behavior evident? Is consistent **PBS language** used by all adults? Y N Are there predominantly **positive interactions** between staff and children (4:1 ratio)? Y N Is there evidence of use of a **group contingency**, such as bees in a beehive for appropriate behavior? Y N If so, is it used effectively (intermittently, not given when asked for, paired with PBS verbal feedback)? Y N If there are children who have **individual incentive programs**, are they used appropriately? Y N Are there children in the room to be discussed with the teacher regarding possible behavioral or academic needs? Names: _____ _____ _____ _____	
Are procedures for discouraging problem behavior evident? Is consistent **PBS language** used in redirection by all adults? Y N Is the classroom **crisis plan** completed and posted in the room? Y N Is the classroom **environment set up** to discourage behavior difficulties? Y N Are staff members using **active supervision**? Y N Does the staff support children to take **time to think** about their behavior? Y N Is there a **safe spot** in the room that is used for unsafe behavior? Y N Does the teacher use the Behavior Flag or Incident Report to **document behavioral incidences**? Y N Has the teacher made appropriate use of the **BUZ** Teacher Assistance Team? Y N	NOTES:

Beckner, 2006

Early Childhood Positive Behavior Support
Teaching Plan: Classroom Routines

Teacher/Classroom _____   **Date:** _____

	NOTES:
Are sit-down **large group** activities short in length and engaging? Y N Are **peer interactions** facilitated? Y N When in **conflict**, are children supported to resolve the issue? Y N Are children **redirected** prior to need for more restrictive consequences? Y N Are **escalating behaviors** addressed rather than ignored? Y N Does staff appear to understand the **functional relationship** between the teaching environment and misbehavior (e.g., adult attention given for calling out, avoidance of expected tasks when sent to think)? Y N	

RECOMMENDATIONS:

Training-

Observe in other classrooms-

Readings-

Peer coaching-

PBS Support Group attendance-